**5-Step Lesson Plan Template**

There are five steps to each lesson in the language classroom. Those steps are the following:

1. **Setting the stage**

In what way will you activate students’ prior knowledge and experience to help them relate to today's lesson? This should be a brief fun activity that motivates students and accesses earlier learning. Communicating the learning objective to students is also an important part of this step.

1. **Target language input**

Using the target language, the teacher models the new material. Target language instruction can be accomplished from day one through the use of TPR, realia, pictures/media, cognates, etc.

1. **Guided practice**

The students practice a new function using teacher-prepared materials. These activities should increase in difficulty and should be directly related to the learning objective of the lesson.

1. **Independent practice**

The students generate communicative language in realistic situations -this is only after students have demonstrated proficiency through guided practice.

1. **Evaluation and closure**

The students show evidence of what they have learned. In a language class, if the goal is communication, assessment should often be performance-based and directly related to learning objectives. Consider the use of multi-modal assessments and student self-assessments as well.

**5-Step Communicative Lesson Plan**

(adapted from <http://lmp.ucla.edu>)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date: | Sept 24 | | Level: 1 | | | | |  | |
| Text: | Paso a Paso | pp. 30-40 | |  | Unit Title: | | | | Y tú, cómo eres? |
| **A. Learning Objective:** | | | | | | Students will describe their own likes/dislikes. | | | |
| Materials Needed: photos/images of vocab; text | | | | | |  | | | |
| **B. Steps/Plan** | | | | | | | | | |
| **Teacher will:** | | | | | | | **Students will:** | | |
| **Setting the Stage:** (Anticipatory set, how will you motivate, connect to prior knowledge, etc.?)  **Place images/pictures of target vocabulary activity words/phrases around the classroom, as well as a paper with 2 columns: Me gusta and No me gusta (maybe use Facebook finger red/green/smile/frown to reinforce positive and negative feeling). Instruct students to write their name on their 2 favorite and least favorite activities (4 total).**  **Use authentic images of activities from different countries, not just Mexico! Discuss the people and locations in the images.**  **FIND: Blog / Spanish-speaker / youth giving preferences - written** | | | | | | | **Browse the images and write their name on the paper indicating their favorite and least favorite activities.**  **Minutes: 5-10** | | |
| **Comprehensible Input:** (use input strategies to model new material in the target language)  **Pointing to images on the wall, orally provide the activities vocabulary for each image, and label each activity with large text. Have students repeat the phrases, returning frequently to previously identified images. Ask yes/no questions, evolving to ‘what is it’ questions. Also provide ‘qué te gusta hacer?’, ‘me gusta \_\_ y \_\_’, ‘no me gusta ni \_\_ ni \_\_.’** | | | | | | | **Observe teacher, repeat phrases, answer simple questions. Minutes: 10** | | |
| **Guided Practice:** (students practice new function with teacher-prepared materials)  Use the text activities on pages 32-33 to practice telling likes & dislikes. Model each activity by having the conversation with yourself (use a puppet or physically turn directions for each speaker). These four activities progress through identifying images of vocabulary, to stating Me gusta/no me gusta, to stating Me gusta \_\_ y \_\_ and No me gusta ni \_\_ ni \_\_. | | | | | | | **Respond to teacher prompts during modeling of activities. Minutes: 10 divided among four activities** | | |
| **Independent Practice:** (students generate communicative language in realistic situations)  Circulates the class listening for confusion. Checks student progress. Lead class in reviewing each activity as it is completed by calling on students to demonstrate. | | | | | | | With their partner, students follow the teacher’s model of the text activities on pages 32-33 to practice telling likes & dislikes. These four activities progress through identifying images of vocabulary, to stating Me gusta/no me gusta, to stating Me gusta \_\_ y \_\_ and No me gusta ni \_\_ ni \_\_. **Minutes: 30 divided among four activities** | | |
| **Evaluation/Assessment/Closure:** (students show evidence of what they have learned; was your objective met?)  Listens and evaluates student speech based on rubric. | | | | | | | **Students bring images of themselves doing each vocab activity and tell the teacher which activities they like and dislike. Once completed they add their pictures to those on the wall creating a bar graph of the class preferences. EXTEND: summarize class results, compare/ contrast with other classes Minutes: 20** | | |

**Check all boxes that apply:**

**CA Content Standards**

Content Communication Cultures Structures Settings

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Stage I Stage II Stage III Stage IV

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**National Content Standards**

Communication Cultures Connections Comparisons Communities

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**Common Core State Standards**

Reading Writing Speaking & Listening Language

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**21st Century Skills**

**Interdisciplinary Themes**

Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy

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Health Literacy Environmental Literacy Global Awareness

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**Modes of Communication**

Interpersonal Interpretive Presentational

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**Skills**

|  |  |  |
| --- | --- | --- |
| *Learning and Innovation Skills* | *Information, Media and Technology Skills* | *Life and Career Skills* |
| Creativity and innovation  [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.] | Information literacy | Flexibility and adaptability  [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.] |
| Critical thinking and problem  [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.]  solving | Media literacy  [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.] | Initiative and self-direction |
| Communication and  [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.]  collaboration | Information, communications and  technology (ICT) literacy | Social and cross-cultural skills  [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.] |
|  |  | Productivity and accountability |
|  |  | Leadership and responsibility |

**Novice-mid Presentational Rubric**

**Speaking**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Exceeds expectations | Meets Expectations | Does Not Meet Expectations |
| **Can the audience understand me?**  (Comprehensibility) | * The audience understands me without difficulty even though I may have some hesitation when I speak. | * The audience generally understands me. I may have some hesitations or unnatural pauses when I speak. | * I am not clearly understood. I have frequent hesitations and many unnatural pauses. |
| **How well do I use the language?**  (Language Control & Vocabulary Use) | * I am correct with memorized language but as I begin to create (produce simple sentences) with the language, I have difficulty being correct. * My presentation is rich in appropriate vocabulary. | * I am mostly correct with memorized language. * I accurately use vocabulary that I have been taught. | * I am correct only at the word level. * My vocabulary is limited and/or repetitive. |
| **How well do I capture and maintain my audience’s attention?**  (Impact) | * I use gestures, visuals and tone of voice to maintain my audience’s attention. | * I use some gestures and visuals to maintain my audience’s attention. | * I make no effort to maintain my audience’s attention. |
| **How well do I organize the presentation?**  (Communication Strategies) | * My presentation has a beginning, middle, and end. * My main ideas are supported with examples. | * My presentation has a beginning, middle, and end. | * I present information randomly. |
| **How well would I pass for a native speaker?**  (Cultural Awareness) | * I demonstrate some awareness of cultural appropriate-ness.   - Appropriate use  of formal vs.  informal language.  - Use of language-  specific “fillers.”  - Use of gestures. |  |  |